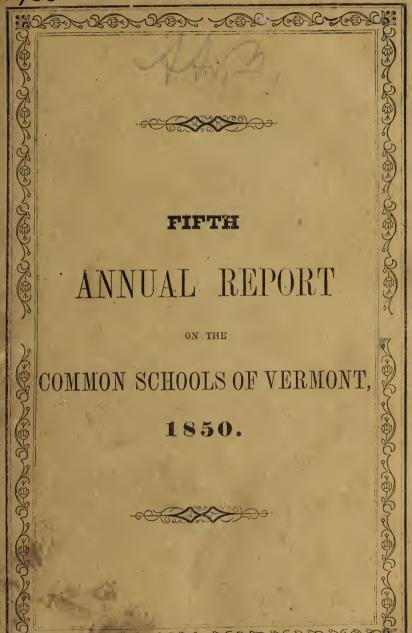
379.743 V592 1849/50 School District No 12







ANNUAL REPORT

OF THE

STATE SUPERINTENDENT

OF

COMMON SCHOOLS,

MADE TO THE LEGISLATURE OF VERMONT,

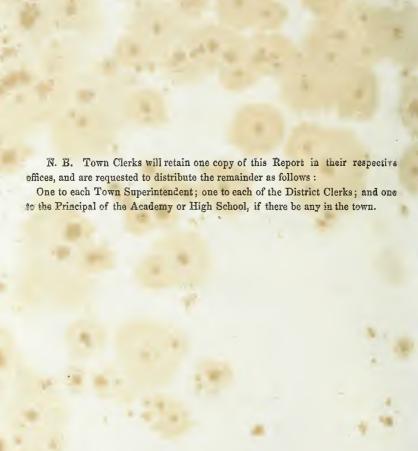
0 CTOBER, 1850.



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1850.



379,743 V592 1849/50

GRAINGER

REPORT.



TO THE LEGISLATURE OF VERMONT:-

The State Superintendent of Common Schools, in compliance with the requirements of an act entitled "An Act relating to Common Schools," passed Nov. 5, 1845, submits the following, as his Fifth Annual Report:—

The condition, prospects and demands of the interests of education can never be otherwise than matters of deep concern to the intelligent and faithful legislator, so long as the general prosperity and welfare of a people are so closely connected as we find them to be, with the condition of those interests. Between education and general prosperity,—using this term, as we do, simply to imply the possession of the material means of comfort and enjoyment, —the connection or relation is one of mutual dependence. And so intimate and close is this relation of mutual dependence, that the bond of connection between them could not be severed without the inevitable ultimate result, that either would suffer, decline and die. We might as well imagine that the head could be separated from the trunk, by the executioner's axe, without the consequence following, that from both the life's blood and the life would be drained,—as to suppose that either national prosperity, or the interests of education, could be permanently sustained without each other's aid.

The mutual dependence of these two classes of human interests is asserted, because we believe it would not, on the one hand, do to affirm that the relation which material wealth bears to the cause of education is merely such as the mercury, rising and falling in the barometer, sustains to the varying pressure of the superincumbent

sir, - obsequious to, and thus indicating, but not influencing it. To a certain extent, wealth and thrift are not simply indications, but essential conditions of advancing education. They furnish the means and facilities, -including the necessary exemption from other cares,—which are requisite for the pursuit of knowledge. And then the possession of the good which knowledge has gained, awakens the desire for yet higher benefits, benefits, it may be, primarily of a material character, yet such as a higher education alone will appear able to secure. And in accordance with this principle, it has long been the settled conviction of the Superintendent, although the reasons for his conclusion cannot here be given,—that the movements of Agricultural Associations gave the first impulse to the school movement in the State; and that the desire felt for more scientific and correct modes of culture, was the true parent of the improved common school system which Vermont now enjoys. But had the State been previously steeped in poverty, and her lands been as uncultivated as those traversed by roving Tartar hordes, such a desire would have been little likely to be felt,—because the present possession, necessary to inspire it, would have been wanting.

But there is, as has been intimated, another mode in which the connection between general worldly prosperity and education is, under a full and correct view, to be interpreted. While wealth, as we have seen, may serve as a handmaid to knowledge, the dependence of the former upon the latter is still more close and complete. For that a people destitute of that intelligence which education imparts, and that spirit of enterprize which it inspires, should attain to any high degree of thrift and prosperity, is as utterly impossible, under nature's established laws, as that the scanty vegetation of Greenland should, while deprived of the genial warmth of a more Southern sun, attain the magnitude and reach the height, of the Oaks and Palms of more favored climes. strictest sense, Opulence is but the child of Intelligence. The analogy of the parental relation, however, as applied here, is not complete. For while the child is dependent on the parent for its existence, its dependence for continued support is but limited. But opulence can never attain to such full and independent maturity as to dispense with the parent's continued fostering care.

In the statement of the general proposition that education is not merely conducive but essential to all worldly prosperity, it will, of course, be understood, that we speak not in reference to the case of individuals; nor of results as fully wrought out in any given period. The education of one generation may contribute to the wealth of the next; and the intelligence of one individual may secure the fortune of another. It is, therefore, in reference to men as masses, and of these, too, to some extent, in succession, that we speak.

Under this general view, it is believed the truth cannot be gainsayed, that the position which a State maintains in regard to the interests of education, not only forms a standard by which the general prosperity of the people of such State may be safely estimated, as well as by which their character may be weighed,—but it really constitutes the paramount and determining influence by which that prosperity is advanced, on the one hand, or retarded, on the other.

But notwithstanding this inseparable relation which exists between education and general prosperity,—in which the former is to be regarded as primarily underlying the latter,—still it would be unworthy of rational beings to rest the claims of the cause of education on the attention, whether of individuals or communities, either solely or chiefly upon the fact that educational culture is essential to that material prosperity of which we have spoken. is a higher good, to which those who boast of reason should aspire, -even leaving out of view man's still higher and nobler inheritance of immortality. There is an expansion of mind, an enlarge. ment of intelligence, a refinement of taste, and a culture of heart and soul, which are, in themselves, worthy objects of human pursuit,—independently of their relations to any mere material advantage, and even of their relations to a future world. conceding that a civil government should take no cognizance of interests that pertain simply to the preparation of man for another and higher existence, but confine its attention and its care solely to the well-being, in this world, of those whom its jurisdiction embraces, it would still be a sad, a fatal dereliction of duty on the part of legislators, not to guard faithfully and well, and diligently seek to promote the cause of education. And this, too, even if the intelligence and culture, which are to be secured, could do nothing by way of increasing and multiplying the physical enjoyments and comforts of life.

It is upon such grounds and under such considerations, that we would commend the interests of education to the fostering care of the Legislature of Vermont. We would do so not because the lower objects of pursuit,—the material benefits to be gained,—are not worthy of consideration; but because the higher ends are sufficiently worthy to sustain whatever claim those interests may urge. More than this, if the attention be fixed upon those lower ends which have been mentioned, as the most prominent objects of our regard and interest, our plans and measures will be too narrow, and all unavailing to the attainment of the good we seek. schemes for promoting education, we are seeking to perfect machinery, rather than to increase mental power; to increase the fertility of the soil, and augment the products of the field, rather than to expand the intellect, and enlarge the range of thought; or to beautify and improve farms, rather than to cultivate and adorn the heart,—we may as well, at once, yield all hope that either purpose will be effectively and successfully accomplished.

And more especially would plans thus framed be likely to come short of attaining the end proposed, because there is, in all true and successful education, a moral department, which too sordid calculation would be ever liable to lose sight of. It lies higher,—far above the dim and misty horizon on which we should be gazing. Yet the neglect of this moral part would be inevitably fatal to all our schemes. For of what use would our worldly wealth be, without that culture of our own hearts which alone could fit us to enjoy it; or how long could we continue to call it our own, without that moral culture on the part of others, without which the rights of property would be unknown or unregarded?

Our views, then, in advancing the great interest commended to our care, must be broad; our purposes liberal and comprehensive. In short, our steadfast aim should be to secure that wise and true

system of education whose great and predominant purpose is—not to PRODUCE WEALTH,—but to NURTURE MEN.

ACCOUNT OF STATISTICS.

The statistical, returns which constitute the principal data from which the condition of our common schools is to be inferred, have been more fully and generally furnished than it was apprehended they would be. The abstracts required by law have been obtained from all the towns in the State, except the following: Leicester, Bolton, Charlotte, Lemington, Victory, Fairfield, Swanton, North Hero, South Hero, Belvidere, Westfield, Westmore, Newfane, Westminster, Whitingham, Andover and Springfield. And the hope is strongly entertained that, by another year, these towns, also, will be sufficiently aroused to furnish their returns.

In the statistical tables appended, the returns of a former year from the towns just named, have been given; except in the case of those few from which no returns,—at least beyond the number of scholars,—have been furnished during the last five years.

In general, the Town Clerks' abstracts, which have been received, are apparently full and correct. In some cases, however, it would appear that the returns of District Clerks had been but imperfectly made out; and in such cases the abstract is, of course, deficient. In most of these, however, the items omitted are the expense for "board" and "fuel"; items which, for the purposes of an annual report are less important. But in a few instances,—perhaps six or eight,—the number of a district is given, without any returns being connected with it, or any remark being added, by which it could be determined with certainty whether the number represented simply a district from which no returns had been received, -or whether it designated a district that had lost its organization. And hence the precise number of organized districts in the town could not be, with certainty, inferred from the abstract. And for the same reason, certain information is not supplied in regard to the whole number of scholars in the town, the aggregate length of the schools, and other particulars. In these doubtful cases, however,-where no inference could be drawn to the contrary, from any source,-the

naked numbers spoken of, have been taken as designating districts which maintained no organization. But it will be borne in mind that the cases to which this uncertainty appertains are but few.

The number of organized districts whose returns appear from the abstracts received to be incomplete does not exceed 45; or less than two per cent. of the whole number in the State. And the apparent number from which, at least, the number of scholars is not returned, is less than 30. We do not, of course, embrace in these statements those towns from which no returns have this year been received; because their number of scholars, length of schools, &c., are assumed to be supplied by the returns of former years. Last year, the number of districts (estimated in the same manner) from which the returns were defective, was more than double that here stated. The returns for this year, therefore, may be regarded as the most complete that have ever been obtained. The greatest defect would be in the item of expense for board and fuel; and next to this in the item of public money. All the counties, however, are nearly complete on this point, except Chittenden and Franklin.

But while some of the abstracts furnished are defective, there are a few, on the other hand, which err by excess. In some instances, where there are fractions of districts (annexed to other towns), it appears that these fractions are numbered in the abstracts, as whole districts; and that the abstract not only embraces, as it should, the number of scholars in such fractions of districts, and the public money apportioned to them,—but it also gives the length of school and its expense, although the school-house be situated, and the school have been taught, in another town. Under this method, not only is the number of districts in the town made to appear greater than it really is, but the length of the school, and its expense,—being given also in the abstract for the town in which the school was taught, -would be twice reported. And the same error is also practised in several instances where these fractions are not numbered as whole districts. But the Town Clerk should bear in mind that his abstract is expected to embrace the length and expense of schoolsnot in the towns surrounding him—but in his own.

It is to be remarked, however, that, by comparing together the

returns from contiguous towns, the Superintendent has, at the expense of some labor, generally been able to detect and correct these errors; so that they do not appear in the tables.

Directions in regard to the proper method of reporting fractional districts, were appended to the report of 1847.

Having premised these remarks by way of showing to what extent the statistical tables given afford reliable information, we proceed to state the conditions of schools, as inferred from those tables. And first of the

NUMBER OF DISTRICTS AND SCHOLARS.

The number of school districts reported in the State, last year, was 2647; and adding 11 for the town of Dummerston,—which town was, doubtless, by mistake, wholly omitted last year in the returns from Windham County,—the number would be 2658. This year the number is but 2594; being 64 less. But this apparent reduction of the number is, doubtless, greater than the real. Owing to the fact that not only fractions of districts have probably heretofore, in many cases, been embraced as whole districts, but also those fictitious or dissolved districts which have been adverted to, it is probable that the number as stated, heretofore, has uniformly been too high. The difference, however, between the number for last year and the present, we are not authorized to attribute wholly to this circumstance; and it is deemed safe to say that instead of a disposition to multiply districts, a tendency the reverse of this now happily prevails in the State.

Excluding from the 2594 districts reported, about 28 from which no returns of the number of scholars have been received, we find the average number of scholars to a district throughout the State to be but a fraction short of 39. This increase over the average numbers heretofore reported—36 and 37—is not owing wholly to the decrease of the number of districts, apparent and real; but is, doubtless, attributable in part to an actual increase, in the State, of the number of children of school age. As an example of such increase, we may name Bennington County, from which complete returns were furnished the two last years, and which give 5800 in

1848, and 5973 in 1849, while this year the number is 6128. It is true that in many individual towns in the State, and in a few of the counties, as a whole, there has been a slight decrease. But in most of the counties there has obviously been a small increase. The number of scholars actually reported last year was 95,616; and allowing 30 scholars to a district for the 75 districts not reported, the whole number was estimated at 98,000. This year the number actually reported is 99,110, and adding 30 for each of the 28 districts not reported, would give, as the present number 99,-950. Perhaps it would be safe to conclude that the number is, at the present time, not less than 100,000.

It is, however, to be remarked that this number is still less than it was in 1840, as calculated from the Census taken that year. But it is not inferred from this that the actual population of the State has diminished since that time. It may, on the contrary, have been increasing, even while the number of children of school age was diminishing. To explain this result, it is only necessary to suppose that the proportion, which those under 18 years of age bear to those older, is diminishing in a higher ratio than their actual decrease in numbers. And there is little room for doubt that the census now taking will show that the per centage of those over 20 years of age, above those below that age, is now 5 or 6 more than it was in 1840. Indeed, the actual increase of those of school age, which seems to have been taking place within two or three years, is probably to be attributed, mainly at least, to the immigration of foreigners, and a consequently more rapid increase of the whole population. And this is a thought worthy of consideration by those who are charged with the duty of legislating for schools; for this class will be too likely to neglect the school, unless strong efforts are made to induce them to avail themselves of its privileges. But we will not dwell upon this topic here.

SCHOOL HOUSES.

The condition of school houses is a matter of such deep interest to the 100,000 children in the State, and so intimately concerns their successful progress in study, that we deem it worth the while

to advert to this topic from year to year. Under our present system, however, there are no returns furnished to the Superintendent, from which he is enabled to give any special information on this subject, beyond what has heretofore been communicated. But from his own personal observation he feels authorized to report that the work of improvement in this particular is still going on ;-that the desire for an improved style of school house architecture is apparent in every part of the State, and is working out beneficial results. If it were consistent with that generalization which should ordinarily characterize a report like the present, we might specify a number of towns in which marked progress in this respect has been made. And especially would we name Rupert; in each of whose nine districts, either a new and commodious school house has recently been erected, or the former one been thoroughly repaired, so as to be made convenient and comfortable. Indeed, the only complaint on this subject for which there seemed to be occasion, came from a district that could not obtain land necessary for those grounds which they desired should be connected with the school house, -although they were ready, as it was represented, to pay the owner much more than a reasonable price. The district, in this case, owned and could obtain not a foot of ground beyond that upon which the school house actually stood; and whether even the projecting eaves of the building were not to be regarded as an encroachment upon the rights of the owner of the surrounding land, the Superintendent is not sufficiently versed in law to determine. Under the old law maxim, however, (cujus solum, ejus omne usque. &c.,) he is inclined to believe that the district must be legally regarded as a trespasser upon the individual's right in upper space.

But however this may be, the district desired and were willing to pay for ground sufficient for suitable out buildings and other appropriate purposes. And cannot the Legislature devise some means for gratifying such reasonable, as well as praiseworthy wants?

There is, however, another difficulty allied to that which we have now adverted to, which may perhaps as well be mentioned in this connection. There are cases in which a district after having decided on an eligible location for their school house,—as, for instance,

where a new house is to be erected, and the situation of the former was manifestly an unsuitable one,—find themselves unable to obtain the land by any voluntary arrangement with the owner. And the law makes no provision for those cases in which such voluntary arrangement cannot be effected. It doubtless is found, in most cases, that the desire of having the school house conveniently situated operates as a sufficient inducement to the owner to part with his land for this purpose. But still instances may, and do occur, in which he is indifferent to this motive.

The Superintendent confesses himself averse to the plan of taking private property for public purposes, unless there exists a paramount necessity for it. And if any provision is made, for the cases in question, it should be so framed as carefully to guard individual rights, as well as subserve common interests.

Perhaps the most suitable remedy would be in a provision analogous to that adopted in relation to laying out highways,—leaving it to a competent board to decide the main question of the necessity that the school house should occupy a given location, as well as to award damages in case such necessity should be found to exist.

It is known that in a number of cases the difficulty spoken of has arisen; and the importance to a district of having their school house properly situated, is such as justly to commend the subject to the attention of the Legislature.

This, however, is a digression from our main topic,—the general improvement taking place in regard to school houses. But under this head we have room to add but little. Other towns, however, might be named beside that which has been mentioned, in which a most commendable progress has been made in the improvement of their school houses; though there are perhaps no others, in which a war of such utter extermination has been waged against those execrable structures with which our State has abounded.

It is earnestly to be hoped that the favorable impulse which has been given, will continue operative, until every district in the State shall be supplied with a *decent*, comfortable and convenient school house. Nor would we have the force of this impulse expended until it shall also secure, in connection with every such house, suita-

ble outbuildings, and such grounds as taste, comfort and true utility demand.

TEXT BOOKS.

The Superintendent has not been sufficiently informed of the action which has been taken under the new regulations in regard to the recommendation of text books, to be able to present any gen eral statements on this subject. And how far the recommendations made by the several county boards, have been or are likely to be acquiesced in and adopted, it would, of course, be impossible for any one, as yet, to tell. If there are difficulties in the way of securing a uniformity of books, it does not, we apprehend, arise so much from any jealousy that books inculcating peculiar political or sectarian views will be introduced, as from other and entirely different causes. Indeed, if an author could think it worth his while to publish a school book of the character supposed, its detection and exclusion from the public schools would be the inevitable and speedy consequence. Or if a board having the power, should make an effort to introduce such a book, it would react upon themselves as an attempt to encroach upon a right everywhere recognized as sacred. Indeed, we do not believe that jealousy of a desire entertained on the part of any to encroach upon this right, prevails to any extent in the community. Or if it could be supposed that any such desire was entertained, in any quarter, it certainly could not be by the true friends of educational improvement. For nothing would more certainly ensure the defeat of all plans for advancing the cause of education, than the attempt to give that education a special political or sectarian direction.

We would not by any means discourage a reasonable watchfulness on this point, on the part of the community. But at the same time, we would not have any torment themselves with a jealousy of purposes which have no existence but in their own imagination.

The difficulties, however, which are to be encountered upon this subject, are much more likely to arise, in the first place, from differences of opinion in regard to the comparative merits of school books for legitimate school purposes. But when the appropriate

board, after that close examination and careful deliberation, which they are bound to employ, have decided to recommend a given book, it might be hoped that teachers and the community would regard the exclusion of another which they might judge preferable, as a loss of far less moment than are the multiplied evils, which the system of recommendations seeks to avert.

But there is still another source of difficulty in maintaining a uniform system of text books, yet more embarrassing, growing out of efforts prompted by motives of pecuniary interest, to induce the community to disregard the recommendations, which may have been duly made. In accomplishing the purpose, apparently advantageous offers may be made in which better economy and better books will figure largely. But the remedy for this evil must be found,—and we might hope it would be a sufficient one,—in the assurance which can be safely given that no such promised advantages, however plausible and alluring they may appear for the present, can begin to compensate for the ultimate pecuniary disadvantage, as well as other evils, of breaking down a system designed to be emphatically one of protection and benefit.

ATTENDANCE.

No information can be given with regard to the attendance upon schools, during the year which this report is designed to embrace. It will be understood that there is no law now in force, requiring returns on this point to be made. The plan which was adopted and pursued for two or three years, of obtaining returns voluntarily made by teachers, was to a certain extent successful, and furnished valuable information for the time to which the returns relate. But this method was abandoned in consequence of the difficulty of supplying teachers with the requisite blanks, and also of collecting the returns after they were made out. And especially would this plan be impracticable under the present system, because the aid of a County Superintendency would be lacked in its execution.

Whether our Legislature will, from year to year, be content to remain uninformed upon a matter so important as the question whether all, three fourths, or less than one half the children of the

State, are to be found at the place of instruction, is yet to be determined. It is true that the information which has been furnished upon this point, within the last two or three years, may enable us to estimate very nearly the present condition of things in this respect. But when this information has developed the fearfully appalling fact that more than one fifth of those of proper school ago do not enter the school house during the year, it would seem that some solicitude should be felt, to know whether an improvement was going on in regard to this state of things, or whether the bad was growing still worse. And it is believed that some method will be devised for securing information so important.

Assuming, then, that some plan is to be resorted to for this purpose, the inquiry is what it shall be. It might perhaps be thought, by some, sufficient to return to the old requirement, that District Clerks should embrace the item of attendance in their annual returns. But unless some more uniform mode of ascertaining it be adopted, than that which was formerly followed, the results obtained would be of little value. They would scarcely be an approximation to the truth. A native-born Vermonter could guess at the actual results with more accuracy than the returns would show them. Indeed it was by such a process that the amount of attendance was ordinarily determined; and the greatest difficulty was that the clerks followed no common system in regard to it—some guessing at the whole number that entered the school house; some at the average attendance in the winter; some at that in the summer; and some at the mean for the two seasons.

But if any reliable information on this point is to be obtained, it must be through the medium of records carefully kept by teachers. And in order to render this plan effective, such records should be furnished to the Town Clerk, as one of the conditions prerequisite to the receipt, by the district, of its share of public money.

LENGTH OF SCHOOLS.

Former Reports, for the last three years, have stated a small increase, from year to year, in the average length of the schools. The returns for the past year, however, do not exhibit any such in-

crease. On the contrary their first aspect would indicate, in this respect, a slight retrograde movement. Last year the average length of schools for the State, was reported at 24 1-2 weeks; while in the tables for the present year, it is put down at 24 weeks only;—which is a bare fraction—less than half a day—short of the real amount.

It is, however, believed that this apparent difference between the length of schools, for the past and the previous year, is to be accounted for without supposing that our schools have really been thus cut short,—at least to the extent which the figures given would indicate. As has already been intimated, the abstracts furnished by Town Clerks in many cases give, in connection with fractions of districts attached to districts in other towns, not only the number of scholars and amount of public money appropriated for them, but also the length of schools, wages paid, &c., in the districts to which such fractions are attached; -so that these last items, being embraced also in the returns of the towns to which such districts appropriately belong, are thus twice reported. This occurs, too, as was remarked, in cases where such fractions are not numbered so as to be liable to be mistaken for whole districts. And it is believed that, heretofore, County Superintendents, in making up their returns, have, in many cases, failed to detect the error, and correct As an obvious consequence, the length of schools, although doubtless increasing from year to year, has yet unquestionably been, every year, reported too high.

Making full allowance, however, for this explanation, the Superintendent still does not feel authorized to express the opinion that any advancement was made, the past year, in the length of our schools. The question then arises;—to what cause is this arrest of improvement,—or possible decline,—to be attributed? To this inquiry the Superintendent confesses himself unable to give any very satisfactory answer. Such a result cannot have occurred because there was no room for further improvement in this direction. Six months in the year is not so long a term of time as our schools should be kept open. It is true that this average is lower on account of the considerable number of full districts in which no school

is maintained during any part of the year. But on the other hand there are also many districts which maintain their schools for the term of eight or ten months;—by which the reason for a low average, just named, is counterbalanced. And as an actual result, by far the greater number of districts in the State maintain their school just six months in the year.

There is then, we repeat, room for further improvement; and why should its progress be arrested? Upon a hasty view, some might imagine that the act of last session providing that the expense for teachers' wages should in all cases be defrayed by tax upon the List, had exerted an unfavorable influence. But it is to be remembered that the returns embrace only the year which closed on the last day of March, and that consequently all the schools to which they relate had either been kept before the passage of the act in question, or been provided for before it came in force. An explanation, therefore, must be sought from some other source.

It appears from the returns of former years as well as the present, that a gradual advancement has been going on in the rates of teachers' wages. And in connection with this fact, it is to be borne in mind that districts not unfrequently, and perhaps commonly, have a sort of standard sum which they think themselves able to raise annually, for the support of schools. And they may be so tenacious upon the point, that they would be unwilling to exceed this sum under any circumstances. As a consequence, if a teacher is employed at a higher than the standard rate, the school must be cut short. And such we believe is, in many cases, the actual result. It is true there are many individual instances in which districts have increased the length of their schools, within the last three or four years. But it seems that this has not been sufficient, at least during the last year, to exceed the falling off in other cases.

Now if this advancement of wages has been accompanied, as we may trust it has, by an equal advancement in the qualifications of teachers, we cannot very much complain of the result that the average length of our schools has not been increasing. We certainly should advocate the plan of—better schools first, and then—longer schools if we can have them. It is believed, however, that when

the advantages of better schools have been fully exemplified and illustrated, a desire will be felt not only to have "more of the same sort," but to have them longer, also.

DISTRICTS MAINTAINING NO SCHOOL.

The frequency with which we find in the Town Clerks' abstracts the words—"No school the past year,"—appended to the number of a district, indicates that such cases are not so rare as could be wished. And the subject is introduced, because it is not impossible that some remedy may be demanded. Generally, without doubt, this failure to maintain a school, occurs in districts small in numbers, and feeble in means. And in these cases, the question might very properly be presented, whether it would not be better, in most instances, that such districts should be annexed to others in which a school might be sustained.

But it is not improbable that there is another class of cases, which this description does not meet. The district may perhaps be small, but still able, if the will were not wanting, to support a school. The failure to provide for a school may spring from the fact that a few men, of ample means it may be, but having no children to educate, exert a sufficient influence to prevent a school being voted. And we may, perhaps, anticipate that under the present law requiring teachers' wages, in all cases, to be paid by tax upon the List, such a result will be found to occur in an increased number of If this, however, should prove to be the fact, no legitimate argument, against either the equity or expediency of the law, could be founded on it. The right and propriety of a law designed to render it practicable for all, however poor, to educate their children, should be decided upon higher principles and weightier facts, than the unwillingness of two or three in a thousand, to comply with its demands, and their attempts to evade its obligations. But independently of the contingency contemplated as possible, it may be proper to inquire whether those cases which have existed and still continue to exist, in which a district neglects to maintain a school, perhaps from year to year, do not demand a remedy. Perhaps the remedy which would first suggest itself, might be a provision re

quiring towns to dissolve the organization of such districts as shall fail for the term of one full year, to maintain at least three months' school, and to annex them to other districts. But as the organization and arrangement of districts are matters wholly subject to the control of towns, to be determined by their vote, such a regulation would be inappropriate and unavailing. The best and most effective method of correcting the evil, it is believed, would be to make it the duty of the select men, in assessing the annual State school tax, to assess the inhabitants of such delinquent districts, ten cents on the dollar, of their List, higher than the other inhabitants of the town; being double the amount of the ordinary assessment. This additional amount, it would be understood, should be expended for the support of schools in the town, to be divided, in the usual manner, with the remaining proceeds of the tax.

Under this arrangement such districts would fail to evade the payment of the ordinary sum necessary for supporting schools. But what is still better, such a regulation would be likely to induce these delinquent districts to provide schools of their own. And the Superintendent confesses himself unable to perceive anything oppressive or unreasonable in the proposed measure.

TEACHERS AND WAGES.

Under this head we do not propose to enter into any extended comment upon the general qualifications of our teachers. Nothing essentially different could now be presented on this subject, from what has heretofore been exhibited. Full well we know that we have yet many—very many—teachers in the State, who are but miserably qualified for the place they occupy. Yet, on the other hand, we know too that we have some far better than we had five years since. We have some—and we trust they are not a few—who have been inspired, to no small extent, with the spirit of their calling;—who feel in some good degree the weight of the responsibilities they have assumed, and who have some intelligent apprehension of the proper method of procedure, in discharging the important duties they have undertaken to perform. Would that the number of such were greatly multiplied! That every child who enters the school house to submit his plastic mind and heart to the

teacher's moulding hand, might have them shaped to forms of excellence and beauty, on which men and angels might delight to gaze! And may we not hope to see the time when those who look forward to an employment so high, will all be seen striving together, in the earnestness of an unyielding purpose, to secure the best possible preparation for performing their work skilfully, faithfully and well?

It may be proper to notice, under the present head, that for the last year a small increase in the proportion of female teaching, is apparent. For the last year it was reported at 68 per cent.; while this year it is found to be but a fraction short of 70. And this result cannot but be regarded as an auspicious one. The Superintendent believes there is a limit, beyond which it is not desirable that females should be employed as teachers in our common schools; but he cannot believe that this limit has yet been fully reached. His views upon this subject, however, need not be presented here.

It has already been intimated that there has been, the past year, a small advancement of the rates of compensation. But it is to be remarked that the average of wages paid male teachers, was last year set down too large; and consequently the advancement as reported over the previous year, was overstated. The error arose from misreading (as we are now satisfied) a figure which had been altered in the returns from Grand Isle County;—by which means the average per month, for that county, was considerably over-estimated; being stated at \$16,24, instead of the true sum, \$12,47. This error, of course, made the average for the State, also, appear too high. But after making the necessary correction, it appears there has been a small advance since the last year. We now state the average wages paid, by all the districts in the State, to male teachers to be \$13,55, per month; and to female teachers, \$5,63, per month.

It is proper to notice here, that the average of wages paid to teachers in Vermont is somewhat greater, as compared with other States, than what it appears to be at first view, on comparison of he reports of this with other States. In all the reports for this

State, in giving the average wages per month, the month has been taken to embrace four weeks, of five and a half days' school to the week; or twenty-two days' school, in the whole. But in most other States, the month is made to embrace about twenty-four days' school. It is obvious, therefore, that in order to make a just comparison with other States, some 8 or 9 per cent. should be added to the amount as it has been set down in this State. And estimating it in this way, the wages for male teachers would stand at about \$15 per month, and for female teachers, above \$6 per month.

TEACHERS' INSTITUTES.

The provision made by the last Legislature for the establishment of Teachers' Institutes, forms a new era in the school movement in the State; and from present indications the Superintendent is disposed to regard it as a most highly auspicious one. He feels fully authorized to say, that there has never been a time when so deep and so ardent an interest in the cause of common schools has seemed to pervade every part of the State, as is now exhibited. we know not to what cause this interest, and especially its apparently rapid rise above the standard of the last year, can be attributed, unless it be to the cause suggested. The effect may have and doubtless has been, in part produced by anticipation-by heightened and encouraged expectations. Hope has been awakened; practical and direct means of advancement have been presented. We might appeal to members of the present Legislature, to know if a new and cheering impulse has not reached their own respective neighborhoods.

We would not attribute this improved feeling, however, wholly to mere encouragement. Doubtless the movements actually made in the Spring, in connection with the establishment of Institutes, had their share in that increase of interest of which we speak. The Institutes which were held in different quarters of the State, we trust did not, at least, disappoint previous expectations on the part of those who witnessed their results, or shared in their exercises. Indeed, it would seem ill-timed and inappropriate to attempt to portray to a grave Legislature, the depth and intensity of the interest

which, in some instances, was exhibited by teachers in the exercises of the Institute. And yet we might hope that some of our legislators, at least, could feel a sympathy with an interest of this character.

The four Institutes held in the Spring were located with the view of accommodating, not particular towns, neighborhoods, or counties; but the several quarters of the State,—so far as this purpose could be effected by the limited number held. It was the intention, if there were individuals in different quarters, who were willing to go more than a mere neighborhood distance to attend one, that such should be enabled to do so. Assuming then that the four Institutes were to be thus distributed, their precise location within the limits prescribed was determined by considerations drawn collectively from a regard to facility of access, accommodations for buildings and board, price of board, and other conditions which would properly have a bearing on the decision. In short the general purpose was to have them located where the greatest number of teachers could assemble, and where they could, on the whole, be best accommodated, --provided the first named and leading purpose, —that of distribution,—were not thwarted.

Reference was also had, to some extent, to the probable location of the Fall Institutes. For it is obviously desirable that Institutes should not simply be held where the greatest number of teachers will be likely to assemble, but that they should be in succession brought into separate neighborhoods. They should be brought within reach not only of teachers who can and will travel 20 or 40 miles to attend them, but also, if possible, of those who would limit their range of travel to 10 or 15 miles. Besides, the local influence exerted on the surrounding community is an object to be regarded.

Hence, in the proper location of Institutes, a somewhat comprehensive view should be taken, embracing to some extent the future, as well as the present. And under this plan the arrangement of those contemplated for the present Autumn, was substantially anticipated in the Spring.

The Spring Institutes were held, severally, at Windsor, Poultney, St. Johnsbury, and Georgia. The aggregate number of teach-

ers in attendance was 340; viz: 112 at Windsor; 67 at Poultney; 89 at St. Johnsbury; and 72 at Georgia. Of this number 76 were male and 264 female teachers; being a greater portion of male teachers than was expected at that season of the year. It would not be consistent with our proper limits to give a more detailed history of the proceedings at these Institutes, than to say that they were conducted in the usual manner; and that it is believed teachers uniformly departed, feeling that they had been interested and profited. As an indication of the estimate in which the Institute was held, we subjoin two resolutions voluntarily drawn up and passed by the pupils of the Institute at Georgia, at its close.

- "Resolved, That whenever Institutes are held within our reach, we will secure, by our individual and united efforts, as general an attendance as possible, that their salutary influence may be more widely spread.
- "Resolved, That we, as teachers, encouraged by the interest already manifested by our State, and stimulated by the valuable instructions we have here received, will labor with increased and unyielding zeal for the improvement of the youth committed to our charge."

Resolutions of similar purport were passed also at the other Institutes. And after having witnessed the interest, the enlivened zeal and the invigorated confidence, with which teachers seemed to be inspired, the Superintendent could not but feel, that the bounty of the State had been most worthily and usefully bestowed.

The whole amount of orders drawn for the expense of the Spring institutes was \$337,54; falling short of the appropriation allowed, by the sum of \$62,46.

In providing for a series of Fall Institutes, the Superintendent felt that he was assuming a delicate and responsible task; and it has been one that has cost him much solicitude. He was required to form plans and project measures, to be adopted and carried out by a successor—he knew not whom; and of whose approval or satisfaction he could not be certain. Yet feelings of delicacy and doubt would not have constituted a sufficient apology for the neglect of this duty. It was obvious that unless the whole system of arrangements,—embracing time, location, and provision for instruc-

tors,—were fixed upon before the usual period of the annual appointment of a Superintendent, and indeed before the session of the Legislature, no Institutes could be held during the present fall.

Under this view the Superintendent dared not shrink from the responsibility involved, but addressed himself to the task required, and has performed it according to his best judgment. Deeming it desirable that the Institutes should be brought within the reach of as many teachers as practicable in every part of the State, in order not only that a strong impulse might at once be given, by which teachers should hereafter be induced to make greater efforts to attend them than they would if their benefits were unknown and unappreciated; but also that their benefits might be immediately enjoyed as widely as possible,—the Superintendent judged it proper that the full number provided for, by the State appropriation, should be held the present year. Whatever aspect the subject may present, and whatever policy may be advisable, for the *future*, in regard to the *present* there seemed little room for doubt.

In the location of the Fall Institutes, as in the case of those held in the Spring, reference has been had not simply to the accommodation of any particular neighborhood, or county even, as distinct from others; because one could not be held in every county. Generally they have been appointed at places not less than 25 or 30 miles distant from the points at which they were held in the Spring,—in order that the local accommodation might be, by successive steps, extended so far as possible to all.

In pursuance of this general purpose, appointments are contemplated for Institutes to be held at the following places: Manchester, Westminster, Bethel, Brandon, Hinesburgh, Johnson, Greensboro', and Montpelier. These are to be held mainly in the month of November,—the month which, all circumstances regarded, was deemed most favorable, because likely to secure the largest attendance. Arrangements have been made to secure for them competent instructors,—the best that could be procured,—and it is believed that they will be adequately provided for, in this respect, so that they will be rendered profitable and interesting.

In fixing upon the time of continuance of the Institutes held the

last Spring, it was believed to be best that it should be so shor that the interest in the exercises might be well sustained, through out, without any risk of its flagging at the close. Under this view each of them was appointed to be held within the compass of a single week. And allowing, for those from a distance, a reasonable time for coming and returning, not much over five actual working days could be secured under this plan. But this length of time was found to be too limited. Teachers almost universally felt that the Institute was too short. Instead of exhibiting any indication of weariness from eight or more hours' assiduous labor and attendance in the school room and lecture room, they seemed rather to be becoming inspired with fresh vigor from day to day. And so far from any flagging of interest being manifested, the ardor of excitement, the intensity of mental effort and the eagerness of zeal were, in each instance, apparently greatest during the two last days of the session. From such observations, the Superintendent himself arrived at the same conclusion with the teachers,—that "the Institute was too short."

With this view,—although it is still believed that the general policy which has been suggested is a correct one,—it was judged proper that a somewhat longer term should be assigned for the Fall Institutes. And in accordance with this plan they have been appointed to continue the full length of seven and a half working days, and are all so arranged as to give teachers a week day for travelling to, and returning from them. So that all, from whatever distance, may arrange to be present during the whole session.

The Superintendent will presume to remark, that the arrangements for these Institutes have cost him a deeper solicitude than any other duties, which have devolved upon him during his term of office. And if there should be any failure in regard to them, he must be permitted to say, that it will not be because he has not earnestly and anxiously sought to make the best provision in his power, to insure their successful issue. Doubtless, hereafter, the task, whoever may perform it, will be lighter.

TRUE PURPOSE OF INSTITUTES.

There is a possible misapprehension in regard to the true design of these Associations, or at least in regard to the purposes which they can be made effectively to accomplish, that needs to be carefully guarded against. Their legitimate and chief design is, not to make scholars, but to form teachers. The acquisition of a knowledge of the various branches of study that are to be taught in our common schools, is a labor which is to be not only begun, but competently completed, in other fields. A knowledge of these elementary studies, is not to be acquired in the brief space of two or three weeks. It is true that a very brief review of them, such as will be useful by way of refreshing the memory, may be taken during the session of an Institute. But it is sufficiently obvious that this could serve but little purpose, without a previous thorough knowledge of the subjects thus hastily re-examined.

That attendance on an Institute is beneficial, however, even to those who are deficient in their knowledge of the elementary branches, is not to be questioned. It may enable one to use the knowledge he has, to better advantage. But its chief benefit to him must arise from its exposing to him his deficiencies, and thus giving specific direction and impulse to his own efforts to supply them.

But the leading design of these valuable agencies for securing the improvement of teachers, must primarily be, to impart a knowledge of the best methods of instruction; to point out the proper manner of organizing, conducting and governing schools; to give more comprehensive, liberal and correct views of the process and aims of Education; to impress a deeper sense of the teacher's responsibility; to present new motives to fidelity; to awaken a warmer and livelier interest in the work of instruction; and to inspire fresh courage and confidence for those alike responsible and arduous duties, which the employment of teaching involves. And limiting our chief expectations of benefit from them to these objects, we may believe that they will long continue to be useful,—as exerting a benign influence by way of elevating and improving the condition of our schools.

This view of what should be regarded as the main purposes which

an Institute can be relied upon to accomplish, suggests a very usoful object to which the Academies and High Schools in the State might, for the present, direct their attention and efforts. It is to these institutions that we do, and must continue to look, for our teachers. And while such serious defects prevail so generally, in the elementary instruction in our common schools, defects which teachers bring with them into the higher institutions, where most of them are to receive their final instruction preparatory to teaching, it is obvious, that unless they are there repaired, -since the Institute, even if its advantages are enjoyed, cannot do it,—the whole train of deficiencies must be perpetuated, in our schools; and we must expect to have occasion to witness and deplore them, as exhibited in after life by those possessing otherwise a fair education. It is, therefore, exceedingly desirable that the last opportunity of reparing the mischief should not be lost. And if these higher institutions would, for a time, faithfully engage in doing over and better the work which the common school has but imperfectly done, they might then take their pupils to higher ground, and extend their range of instruction according as time and opportunity would permit. And were this plan generally adopted and rigidly adhered to, by these higher schools, for the requisite length of time, they would at length do away with the occasion for this complex labor, by securing the prevalence of a system, under which the elementary branches should be so thoroughly taught in the common schools, that the higher might confine their attention to the higher studies,nothing remaining for them, but to go on, and add to the amount of knowledge thoroughly acquired before. And unless they will, for the time, take it upon them to perform faithfully this unfinished work,their present appropriate and most useful mission, -we see not clearly how these errors are to be avoided in the system of early instruction, where they are now inculcated, unless it be by the employment of some new agency. Doubtless a Normal School, in which a more prolonged and thorough system of instruction is pursued, than can be resorted to in the Institute, would most effectively accomplish the purpose in view, for those who might enjoy its advantages. Or a system of Institutes, held for a term of two or three months, in the Spring and Fall, might, in some measure, answer the same end.

But we have no Normal School; nor is the way, at present, open for such a system of protracted Institutes as we suggest. And hence we assume it to be the mission of our High Schools and Academies to do the work desired,—because we know not what to regard as the mission of individuals or Institutions, unless it be to do the work most needed of them, and to preform the duties in which they can be most useful. Some of the higher Institutions in the State, we know, have already taken it upon them to direct their attention and their efforts to the object indicated. And although they may have prejudices to encounter, and obstacles to overcome, we trust they will, nevertheless, persevere, and do a service to the cause of education greater than they could do by pursuing their wonted course.

Assuming, then, that the work of rendering those who are to become teachers thoroughly familiar with the elementary studies, is to be substantially performed by our Academies and High Schools, in those cases in which it has been previously neglected, -and that the legitimate and true purposes of Institutes, are such as have been suggested, policy would seem to demand that we should aim to give the greatest possible efficiency to these Associations, by concentrating our strength upon them, and endeavoring to bring teachers into them, in as large numbers as practicable. For it is believed that the purposes which have been named, can be as well, if not, indeed, much better accomplished, when teachers are assembled in large numbers, than when the number is small. Attention would be likely to be more earnestly enlisted; interest would be deeper, and sympathy stronger, and emulation and enthusiasm more ardent and active. A more concentrated intellectual power, too, could be brought to bear in the instruction, than could be if numerous, small and scattered Associations were to be provided for.

Under this view of the subject, the Superintendent is satisfied,—although, for reasons assigned, a different plan was deemed expedient for the *present year*,—that the best policy will hereafter be, that not more than *three* Institutes should held in the Spring; and not exceeding six or seven, in the Autumn. And the present facilities for travelling, in the State, are such as should secure to each of

these, a numerous attendance. As the probable location of the Spring Institutes was to be kept somewhat in mind, in the arrangements for the Fall, it was contemplated that Ludlow, Newbury and Essex, or the vicinity of these towns respectively, might be the appropriate locations for those to be held the coming Spring. These places, situated respectively on the three great railway lines in the State, would be accessible and central for three great sections.

But not to anticipate on these points, the Superintendent strongly believes that the annual number of Institutes now provided for, is amply sufficient; that the amount of appropriation for each is such as might be expected to secure competent instruction; and that there is no occasion for any change of the law in regard to these Institutions.

And (finally upon this subject,) the Superintendent would further say, in regard to these Associations, that he has, during the year, been more deeply impressed than ever before with a conviction of their high utility, as a means of furnishing us that class of better qualified teachers, which we have so much needed and desired. And as such, they cannot but be regarded as eminently worthy of the continued fostering care of the State.

In order, however, to secure their highest usefulness, they should be carefully provided for and judiciously conducted. The Superintendent should devote to them his best energies, and his most anxious care. Although his reports should be hastily written, and his public lecturing be less attended to, the Institutes should under no consideration, be neglected or slighted; but be recognized as having a paramount claim upon his attention, so far as this could be rendered available to give them an elevated character; to maintain their interest; increase their efficiency; and advance their usefulness.

TEACHERS' LICENSES.

The too numerous instances, in which it is believed teachers disregard that requirement of law, which makes it the duty of every instructor of a district school, to obtain a certificate of his qualifications, before he opened such school, may render some remarks upon this subject appropriate at the present time. The Superintendent does not presume to say that this practice is by any means common, nor that the instances of such violation of the law are very numerous. But still he is apprized that some such cases, at least, do occur. The Superintendent does not propose to make any remarks upon the moral character and tendencies of this violation of law; but it seems proper that all the parties concerned in the transaction, should understand, at least, its legal consequences, and their own legal liabilities.

In such cases the teacher, of course, is aware that he forfeits his claim to his stipulated wages. But trusting to the assurance of the prudential committee, that the want of a certificate shall make no difference; or relying as he terms it upon their "good faith,"—that is, the faith that they, too, as well as he, will violate the law of the land,—he may deem it safe to run his risk. And the result is not improbable, that the illegal contract will be fulfilled. It is, of course, understood by the district, that no tax could be enforced for the payment of such a teacher's wages. But probably there is a sufficient amount of public money under the control of the committee, to meet the case; and hence no difficulty may arise, because there is no tax to be resisted.

But is this legally the end of the matter? It is believed not. As has already been intimated, the prudential committee violate law, in paying the teacher under these circumstances. The law expressly provides that the teacher's certificate shall be recorded, before any payment is made to him for his services. And can any one doubt, that the committee have made themselves liable to the district for a misapplication of their funds;—for paying out their money in an illegal manner, or for illegal purposes? A simple statement of the question would seem sufficient to ensure an affirmative answer.

But it is highly probable that the district will be indifferent to the matter, inasmuch as no tax was raised upon them, and their share of the public school money would have been forfeited if no school had been taught. The presumption then is, that the committee will, thus far, escape unharmed.

And is not all danger past now? It is believed not. The Se-

lect men of the town, before distributing a share of the public school moneys to a given district, must ascertain, among other things, that the moneys drawn from the town treasury the year previous, were faithfully expended for the support of schools, in paying teachers' wages, &c. But this teacher was not a teacher in the eye of the law. For it is for the distinct purpose of enabling the Select men to ascertain who among those that have been engaged in the schools of the town, are such as the law can recognize as teachers,—that the certificate of qualification is required to be recorded. Nor was the school in the case contemplated, such a school as the law can recognize. The Statute points out, distinctly and precisely, what is required to constitute a public district school; and any failure of districts to comply with its imperative demands, must forfeit the claim to share in those benefits to which legal schools are entitled. And if the Select men should refuse, as they clearly might do, to distribute to them their supposed share, no law could come to their aid to enforce their assumed claim.

But suppose the Select men, who compose a part of the civil authority of the town, are generous, and disposed to overlook the irregularity, -or in other words are disposed to violate the law, and will distribute to the district the sum to which, under other circumstances, they would have been entitled. Is not the coast clear, and the danger over, now? It is believed not. There is yet one more difficulty for the Select men to encounter-a rock which it would be well for them to avoid. If they had made the distribution to the district, when the amount previously distributed had been expended in maintaining a private, or select school, even though the school might have been approved of, and its privileges have been enjoyed, by nearly all the district,-still no one could doubt, not merely that the district would have forfeited its claim to share in the new distribution,—but that the select men would be liable to the remaining districts in town, for admitting such delinquent district to share in such new division. Other districts would have rights in the premises, which could not, with safety, be thus trifled away. And yet the school taught by an unlicensed teacher, is as clearly as in the case just supposed, one which the law does not and cannot recognize, since both teacher and district have violated its clear and explicit demands.

But we will suppose, once more, that the districts which have been wronged, do not, as such, notice the violation of law, or take any steps to vindicate their rights. And have not all the parties concerned in the transaction, now reached the harbor of safety, secure from rocks before and winds behind? Still it is believed not. The Select men in disregarding and violating those provisions of law, which should be their guide, have been guilty of a malfeasance, for which they are still liable, even though the districts of the town should not prosecute their claim.

It is, however, unnecessary to proceed further with this inquiry. It is sufficient to know that a legal liability is incurred at every step. It is enough to reach the general result, that if Select men do their duty, so as to save themselves from legal accountability, districts that employ unlicensed teachers, must pay them from taxes raised by themselves, unaided by public funds. Or if individuals of the district insist upon their rights in the case, the Committee, who employ such teachers, must pay them out of their own pockets:—or, as a last resort, they must go unpaid.

And the Superintendent would here say, that his views, upon these points, are sustained by the opinions of men, upon whose judgment he would place much more reliance than upon his own.

The Superintendent would not, if he could assume to say in what form an action should be brought, to enforce the law in the several cases presented. He would not encourage or advise any attempt to bring these questions, so far as they relate to past transactions, into a process of litigation. Rather would he say:—" Let the past be done with." But he does desire that all should understand the liability they incur in these matters, and avoid it in time to come. The only safety, for either party concerned, is in a careful and exact compliance with the requirements of law.

RECORDING OF CERTIFICATES.

The inconvenience to which teachers and Town Clerks are subjected, by the requirement that teachers' certificates should be re-

corded is not a small one; and the provision seems to be entirely unnecessary. The simple purpose intended to be answered, doubtless was, that the teacher should not draw his stipulated pay from the district, until he had placed within reach of the Select men, the evidence of a fact which it was necessary for them to know, before they could legally divide to the district its share of public money. But this end might be attained by a process involving much less labor and inconvenience, than the annual presentation and recording of some thirty-six hundred certificates. An enactment, making it the duty of the Town Superintendent to make out and lodge in the Town Clerk's office, annually, on the first day of March, a list of the names of all teachers, to whom he had granted certificates during the preceding year, together with the respective dates of their certificates,-and repealing so much of section four of an act relating to common schools, approved Nov. 5, 1845, as requires such certificates to be recorded,-would seem to answer every purpose.

The Superintendent would earnestly commend this matter to the attention of the Legislature, because although it may, at first sight, appear to be an affair of little importance, yet an unpleasant and unnecessary burden is imposed on a large number of individuals, by the existing requirement.

EXPENDITURE OF SCHOOL MONEY.

It will be seen from the tables appended to this Report, that the whole expense of schools. for teachers' wages, board, fuel and incidentals, is stated at \$217,402,33. And if the returns had been full and complete, especially in regard to expense for board and fuel,—items not included in the returns from many of the districts,—the sum, it is believed, would have been at least \$225,000; and perhaps not less than \$230,000. The amount paid for teachers' wages is set down at \$127,071,71; and full returns from every district would probably have made the sum near \$130,000.

It appears from the returns of this year, that the amount of public money distributed in the several towns, for the support of schools, is somewhat larger than has, heretofore, been estimated. The re-

turns received, give the sum of \$90,893,91. But as has already been intimated, the returns from several of the towns do not give this item fully, while in some it is not given at all. And it is believed that a reasonable allowance for these deficiencies, would show the full sum to be near to, but not exceeding \$95,000.

Whether this sum can be apportioned upon any such basis that it shall accomplish a greater amount of good than at present, is an inquiry not of small importance. The Superintendent has here-tofore expressed the opinion,—which remains unchanged,—that if some fixed proportion of it, as one third, were to be apportioned upon the basis of attendance on the school, it would exert a favorable influence, by way of operating as a motive to an attendance more full, constant and punctual. It would then be for the interest of a district, to secure the largest attendance possible.

If the present principle of distribution exerts upon districts any influence as a motive, it is as a motive to have children;—not to have them in school. And it is believed that a motive operating in the latter direction is more needed, and would be more productive of useful results. There are districts in which many of the children,—those of foreigners, and others,—do not enter the school-house during the year. And it cannot but be regarded as desirable, that some influence should be brought to bear upon such districts, to prompt them to the effort to bring these delinquents in to the place of instruction. Besides it may well be doubted whether there is equity in a regulation, under which it results that a district with forty children of school age, of whom but half attend the school, should share as largely in the distribution of the public funds as another district, with just the same number, who are all constantly in school.

But the subject has been introduced, at this time, not so much for the purpose of reiterating the arguments in favor of the measure suggested, as to remove some misapprehensions in regard to the true tendency and intent of the measure, which seem heretofore to have prejudiced its adoption. Some, failing to apprehend the difference between average and aggregate attendance, have erroneously supposed that under the plan proposed to be substituted for the present, the advantage would accrue to large dis-

tricts, and to those having the longest schools. But the true and simple effect would be, that those districts whose children were most fully and constantly in school,—whether such districts were large or small, and whether their schools were long or short,—would be those which would gain by the change. Assuming that two districts, one with 50 scholars, and one with 25, should both have all their children constantly in school, during the whole time for which their schools, respectively, were taught, they would then share relatively as now. But if, while the smaller district had all its children uniformly in school, the larger should have but half of them as constantly there, or, in short, have an average attendance of but 25,—then the former district would receive out of the one third, or other sum, divided on the supposed new basis, just the amount received by the latter.

It cannot, however, be necessary to explain the principle, or its operation, further. But the subject is, undeniably, one of sufficient importance to claim the attention of the Legislature. And if a plan equally practicable with the present, and one, at the same time, more equitable, and more positively useful, can be presented, the mere fear of change should not deter us from its adoption.

FREE SCHOOLS.

The Superintendent cannot but regard the step taken last year, by way of advancement towards a true free school system, as being alike just, politic and wise, and creditable to the State. Under the present law, taxes for the payment of teachers' wages,—being all that are, in ordinary cases, paid in money,—are now raised upon the List;—while the expense for board and fuel, may, at the option of the district, be paid either in the same way, or, as it is usually termed, by the scholar.

Although some might take a different view, the Superintendent is not, himself, prepared to say that a further advancement towards the free system is, at present, advisable. The expense for board and fuel can ordinarily be met without the payment of money. And we would not, in any case, relieve the parent of a feeling of individual and special obligation, in regard to the education of his own offspring. And it may be that the extra and special efforts,

which the parent will now, in some cases, be required to make, beyond his proportionate means, will not be greater than the true interest of the parent, his family and society, demands.

But while we are not prepared to pronounce a nearer approximation to the free school system advisable, at present,—we would still, by no means, have Vermont recede from her present high and honorable ground. While we would not have the feeling of personal parental responsibility encroached upon or weakened, but would have the parent ready to put forth special and earnest efforts;—ready, if need be, to make sacrifices and endure privations, in order to secure the education of his children,—we would, when this is done, render attainable the great object for which he strives. We would not have it placed where toil and privation could never enable him to reach it.

But will the man of affluence dare take the ground, that education is a luxury, which the poor and humble, who cannot provide it, must dispense with, for their children? Would he feel that either his darling wealth, or life itself, would be secure, if they should dispense with it? Let this principle be fully carried out,—and what would be the aspect that society would soon present!—No. That would never answer. Society does, and must, if it regards, in any degree, the objects usually looked upon as valuable, in this life,—provide, to a greater or less extent, for the education of its members. And it may rightfully compel the poor man, to the utmost extent of his proportionate ability and means, to contribute to this end.

But there is no one who can doubt that the tax paid by those in narrow circumstances, for the support of public and common interests, although assessed according to their estimated means, does, nevertheless, fall more heavily upon them, than upon the comparatively wealthy. It requires of them greater sacrifices; it subjects them to greater privations; it deprives them more of the ordinary comforts of life. And will not this greater sacrifice made,—this heavier burden borne,—which is necessarily involved in a nominally equal system of taxation, suffice in relation to the public and, common interest of education? The Superintendent has heard men in narrow circumstances remark, and with the appearance that they

felt it, that they would willingly labor until their fingers were "worn off to the first joint," to give their children a suitable education. And would we ask more?

There is then, it will be universally conceded, an amount of sacrifice, which we cannot reasonably ask the poor man to make, an extent of privation which humanity would forbid that we should compel him to endure, for the common purpose of educating his children, and protecting society. The protection of society, of which we speak, as part of the common purpose to be answered, is an object which must, at all hazards be secured,—whether humanity would lead us to regard the misfortune and loss to individuals, consequent on their want of a proper education, or not. And is not the point reached, at which society should hold forth her friendly hand to the aid of the needy, when they have already made greater sacrifices than are demanded of others?

But not to dwell upon the necessity and policy of a thorough system of education, for a community, or upon the obvious injustice of laying too heavy a burden upon those of scanty means,—is it not a matter of high and sacred duty, that a State should make ample provision for the proper education of all its citizens?

Without the guarantee for universal education, which is afforded by a system essentially free, the boasted privileges of our country, as well as those inherent rights of humanity which our institutions are supposed to guard, must be, at least, to many, of little worth. For of what value is that "freedom of thought and opinion," which is our maxim and our boast, to him whose untutored mind, -never awakened to thought, or the perception of truth, -cannot guide him to the attainment of his own true good? Of what value to him whose heart has never been subjected to moral culture, and whose wayward passions, unrestrained, would lead him far from the paths of virtue and enjoyment? Of what avail, in short, would be the free "pursuit of happiness," to him whose personal disqualifications for success, must render his search and toil forever in vain. Were it not better for one thus blinded by ignorance, and ever liable to be misled by passion and delusion, that he should exchange his freedom, for unresisting submission to the opinions and will of another, who could,—and perchance would,—make more judicious provision for his welfare?

This, however, is by no means the policy to be advocated. On the contrary, it would seem to be the imperative duty of a government to make such provision for the proper education of all, as would result in rendering the right a privilege, and its enjoyment a bless-And the sacrifice demanded is but small. For while it cost burnings with fire and faggot; the shedding of blood by massacre and on the battle field; and the convulsion of society to its lowest foundations, to vindicate the great truth which asserts that freedom of thought and opinion is the inherent right of all, -it will only require an apparent pecuniary sacrifice on the part of the wealthy, to discharge the obligations which that right implies and imposes, and whose faithful discharge is necessary to render it of practical value to mankind. And will not the affluent be ready thus to yield the requisite small pittance of their wealth, to give triumph and efficacy to a principle, for whose maintenance others gave their blood.

Besides, there is, in all the aims and institutions of the age, a tendency to an enlarged liberality,—a widening charity; and it would be painful to see Vermont prove recreant to this manly, hopeful and aspiring spirit. Let her not, then, be in "hot haste" to tear from her brow, the wreath which her last Legislature placed there,—but maintain her present high and honorable ground. Instead of making a retrograde movement that would jostle the age, let her firmly adhere to the true and the right;—and thus ensure, for herself and her people, such a reputation, and such a prosperity in regard to all the valuable interests of life, as cannot be attained, save under an essentially FREE SYSTEM OF EDUCATION,—a system under which the education of the people, is provided for by the wealth of the people.

NECESSITY FOR SUPERVISION OF SCHOOLS.

There may be some among us who would regard a system of supervision, such as our law now provides for, as calculated to exert no decidedly beneficial influence, in improving the condition of our schools. They would leave the schools to take care of themselves. But the associated effort, which is, to some extent, secured under this system; the full and free interchange of opinions which is effected by it, between Superintendents, teachers, schools and people; the communication of feeling by the electric chain of sympathy; and the diffusion of information, constitute a class of agencies, which, in other fields of action, have been uniformly found effective, to awaken interest, prompt exertion, and secure advancement. Who can doubt that Agricultural Societies have been an advantage to the State;—that they have given an impulse to the cause of agricultural improvement, which could not otherwise have been imparted? These Societies may, at times, have flourished, and then languished. But their benefits are clearly discernible in the better modes of culture generally adopted; in the improved stock of sheep and cattle that graze in our pastures; and in the more thrifty aspect of the now beautiful fields, which adorn the mountain-slopes and plains, the hill-tops and valleys, of our growing State.

And if we have occasion to summon to our aid this associated effort, this sympathy, this interchange of sentiments and opinions, in order to advance those more palpable interests, which pertain to the supply of our physical necessities;—how much more might we anticipate that such instrumentalities would be required to ensure attention to those interests, which look to the attainment of that more remote and less material good,—one which the eye cannot see, and which no sense, that the human organization is endowed with, can feel,—the good which is involved in the culture of the mind and heart. If, while everything which the farm produces, has its solid value, the agencies, which we speak of, are needed to stimulate to improvement, and incite to effort; -how much more readily might we conclude, that their benign influence would be demanded to promote the interests of education, -when intelligence, refinement, and moral worth are not even quoted in the "price current;" and our children, however much "improved" by educational culture, will "fetch no price," either at the railroad depot, or the city market!

But while a State, through the medium of such a system of supervision as it can provide, may bring those needful influences to bear, in awakening and interesting its citizens to take that care of the interests of education, which they, for themselves, *must* take, if these interests are to be sustained,—it can exert, beyond the employment of these intermediate means, but a feeble power. For the exertion of any direct influence, by its legislation, it is, to a great extent, powerless. It may command, and attempt to enforce, attention to the education of the young. But there are countless modes, in which a people may evade the obligations of a compulsory law, to which there is no response in their own sentiments and feelings. A Legislature is, in such case, shorn of its strength, save as its laws express its own opinions of the right, and may awaken inquiry,—thereby aiding to form, among those for whom such laws are made, correct views and just feelings,—and thus leading to corresponding just modes of action.

But this process, as all know full well is, at best, but a slow one; nor could it ever be made available to accomplish fully the proposed end, of awakening interest, and exciting to earnest and vigorous effort. And therefore, unless some more certain and efficient, as well as more direct and immediate influence be brought to bear, our schools must long, or rather forever, continue to pine in neglect and inefficiency.

It follows, then, that if the cause of education, in our State, is not to be allowed to languish, some efficient system of supervision must be maintained.

CONCLUSION.

If Vermont is to continue to stand among her peers, without dishonor and without reproach, she must not be content with either feeble or spasmodic efforts, to advance the standard of intelligence and general culture among her people. Steadily, vigorously, and perseveringly, must her educational policy be maintained. Otherwise, she will, at length, find her prosperity declining, and the light of her wonted glory paling and darkening among brighter stars. Her humiliated sons, conscious of the debasement of the State, in whose dishonor they must share, could then claim nothing but the poor privilege of pointing to the brighter history of the past, and humbly pleading for "glories gone."

Nor, if she would maintain her honorable rank, must she be satisfied with any system of measures, under which some shall be en-

lightened and elevated, while others grope in the darkness of ignorance, or grovel in the depths of degradation. She must remember that the great truth, whose promulgation dispersed the darkness of the middle ages, unfettered the human mind, and began the glorious work of disenthralling the world from bondage;—the truth which,—instead of admitting the existence of any second-class portions of mankind, designed to constitute mere masses, unendowed with volition, and fitted only to be acted upon and moved by others, -asserts the independent individuality and personal rights of every human being, -is not only gaining ground in other lands, but is advancing and strengthening in our own. And this truth, elevating humanity itself, as it does, is presenting more and more clearly and distinctly to view, the claims upon society,—claims stronger than the claim for bread, -which every one may urge, for that education, which alone can truly prepare him for the beneficial exercise of this right of independent thought and action, which he inherits from the Father of all mankind.

In the light of this truth, it will not be enough for a State, to enable her to present to the world a fair and unsullied escutcheon, that there is, nominally, no serf or slave within her borders. *None* must remain under the bondage of ignorance and debasement, because the means of education have not been brought within their reach, to strike off their fetters, and bid them "go free."

On presenting his last Annual Report, and retiring, as he proposes to do, from his official connection with the public school system of the State, the Superintendent will presume to remark,—that there is no object, in this world, in which he has felt, and will ever feel, a deeper interest, than in the cause of our common schools. And no warmer desire can ever animate his bosom, than to see the State which gave him birth,—and from which he has not needed to receive so many tokens of confidence and favor, in order to render her the object of his love and pride,—presenting that condition of things, in which every child within her borders, however humble his birth, or however small the paternal wealth he can hope to inherit, shall yet be the sharer in an inheritance far richer and nobler than that of the lordliest affluence,—the blessing of a good common school education.

All which is respectfully submitted.

HORACE EATON,
State Superintendent of Common Schools.

MIDDLEBURY, Oct. 10, 1850.

APPENDIX.



In the following statistical tables are given, for the several towns, the number of districts; number of children of school age; number of weeks school taught by male teachers; number of weeks by female teachers; amount of wages paid male teachers; amount paid female teachers; cost of board, fuel and incidentals; and the amount of public money divided to the several districts.

In the recapitulation are given the footings, by counties, of these same items, except that the cost for board, and for fuel and incidentals, are given separately; and in addition are given the whole cost of schools,—embracing the the expense for wages, board and fuel; the average length of schools per district, for the year,—given in weeks and days; the average wages, per month, paid to male teachers; average, per month, paid to female teachers,—in each case four weeks being reckoned as a month; the average number of scholars per district; and the average expense of schools, per scholar.

P. S. Since the Report was in type, returns have been received from Swanton and Whitingham.

It appears that the returns from Swanton were sent in due time, but miscarried.

STATIST	ics	OF S	CHO	OLS	IN '	VER	MON	T, 1	849-	50.		~
~~~~~	DI	Sc	Sph.	TE _y	Pai	$\sim$	~P'd		Board.		Public money	-
	Districts.	Scholars	Wecks so	females	Paidmal		P'd fema		id.		ey.	
ADDISON.	ets.	to.	es.	ales	lles		es.					201
	10	377	127	169	121	752		003			()00	31
Addison,	12	359			148	50 2		104		-		54
Bridport,	11	394			347	50 1		00 1				16
Bristol,	7	339		158	374	50 2		904		-		48
Cornwall,	17	624		291	60	00 3		346				08
Ferrisburgh, Goshen,	4	167	36	65	88	00		60 1		50		17
Granville,	5	193	41	73	115	50		751			-	40
Hancock,	3	120	28	24	96	00				00		19
Leicester,	5	199	48		140	83		57 2		50		88
Lincoln,	12	347	92	174	281		211	353	81	61		84
Middlebury,	12	998	110	222	436	00	309	345		56		00
Monkton,	9	374	106	106	343	75		003		00	357	71
New Haven,	114	467				31	165	096		42	190	50
	12	457	152	241	568	00		35 7		00	827	00
Orwell, Panton,	3 4	166	66		228	00		25 2	204	00	1.40	40
	5	1.90	48	48	185	0.0	50	001	188	67	140	49
Ripton, Salisbury,	10	263		1	208		138	00 2		50	277	54
Shoreham,	13		150	226	514	25	285	96		59	683	15
Starksboro',	16	506		279	278	0.0	319	37	571	48	296	86
	3 2	427				0.0	117	00		25	139	29
Vergennes, Waltham,	2 3	86		75			122	67	88	50	200	0.0
Weybridge,	{ 6	270		138	213		167	59		00	396	00
Whiting,	4	210		124	54	0.0	184	96	242	12	206	00
BENNINGTON.	3									0.0	4.40	87
Arlington,	3 9	316	90	194		0 0	286		404	89	449	40
Bennington,	23		170		570		845		949	53	1038	04
Dorset,	13	535	98	3 245	332		371		556		451	20
Glastenbury,	1	29		2 24					50	0.0	7 99	
Landgrove,	3	121	23						56	92		
Manchester,	14	597	7 12	3 265	5 447	25	415		619	0=	589	
Peru,	3 6		3 4				127		155	97	113	
Pownal,	11	56		2 203					265		$\begin{vmatrix} 389 \\ 152 \end{vmatrix}$	
Readsboro',	1	29		6 10			157		212		391	
Rupert,	} 0		9	0 22-	1 298		341		509		1	
Sandgate,	3 9	29	9 8	2 200			228		362			
Searsburgh,	5 6	, H	3	8 4	8 20	0 (						
Shaftsbury,	11.5	56	5 16	4 31	9 59-	115	499	9 90	807			40
Stamford,	} (	31	2   5	5 14	9 T92	2 90	348	) 50	300	, 00	137	
Sunderland,	3 8		3 4	4 7	0 14	5 00	)  98	5 20	TIL	)	1 10	1 39
Winhall,	3 8	3 28	1 3	912	7 12		159		216		150	8 25
Woodford,	1 4	1 13		4 2	8 11	6 50	) 43	1 75	82	<u> </u>	100	(الله و
CALEDONIA.	1	1					0 0 = 1	7 00	- 15	7 00	78	5 01
Barnet,	11	7 57	2 8	3 17	1 28	6.50	025	$\begin{pmatrix} 22 \\ \sim 2 \end{pmatrix}$	2547	$\sim$	~~~	~~
*From all towns	~~~	Ziac th	~~	urns	$\sim \sim$	$\sim\sim$	us ve	ar ar	e fron	n nec	essity	taken.
*From all towns	in Ita	ites in	e ret	uiiis (	, to 1)							

7.	Dis	Scl	by	By	Pa		P'c	19	Fu	3	Pu	
	Paid males  By females.  Weeks sch. by males.  Scholars.  Districts.			l fen		Fuel, &c.	130	Public money				
A	ts.	.s.	es.	nales	nale		P'd females		£c.			
Burke,	10	412	82	132		~~~	200	86	222	481	286	<b>1</b> 0
Cabot,	14	447	109	233	335		314	45	450	79		44
Danville,	21	925	132	336	439		487		670			33
Groton,	10	323			204		174			16		49
	10	464		146			202		376	50	433	
Kirby,	6	144	44		142	50				83		01
Lyndon,	17	579							488	55	755	10
Newark,	7	128					108		204	08	164	
Peacham,	14	442	64	270	202		325	28	505	77	702	74
Ryegate,	9	399	88	128	316	50	182	67	358	35		19
Sheffield,	11	331	38	148			183	69	183	52	184	
St. Johnsbury,	15	648	59		241	67	615	62	571	94	621	
Sutton,	13	335	60	166	215	50	230	25	254		309	10
Walden,	14	328	48		128		253	40	251		203	76
Waterford,	[13	412		229	305		335		434		415	27
Wheelock,	7	186	11	97	39	92	125	67	140	75	127	53
CHITTENDEN.	}											
Bolton,	7											
Burlington,	15			401	892	50	737	50	121:		1935	76
Charlotte,	13	513										
Colchester,	12				248	21			170			
Essex,	14	667			227		295		522	21	370	
Hinesburgh,	15				377	75	381		663	58	545	32
Huntington,	9				152		130		173	68	285	74
Jericho,	13				354					60	562	30
Milton,	13				586	90	293			98	679	26
Richmond,	9				210				416	90	0.55	by tour
Shelburne,	12				180			09	360	60	357	
St. George,	1					~ ~	20	ug ben	50	,_		13
Underhill,	11				244	50	275		125	47	319	18
Westford,	12				297	~ ~	267		255			56
Williston,	13	552	1.9	239	260	50	344	42	456	68	512	81
ESSEX.	-	0.0	-1.4	0.0	00		10		1		100	10
Bloomfield,	000						42		58	P7 p-	103	
Brighton,	900						39			75		12
Brunswick,	90	20				-	32		49	50	25	
Canaan,	10				133	50	101	50	137	50		90
Concord,	<	1		LZE	223		192			65	267	80
East Haven,	23	35 55					43			67 50	G.F.	50
Granby,	7	161			114		79		154			50
Guildhall,	3						70			(0)	104	90
Lemington,	9				205		190			10	252	48
Lunenburg,	4						43			12	00	87
Maidstone,	4 2			20			22			20		01
Victory,	است }	1 00	1 0	1 40	1 41		* 164 64		1 20	44 U	1	
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	ום	50 15	[ E ]	51	Pa	1	P'd	Board. Fucl, &c.	Public
	Districts.	Scholars.	Weeks sch	By females	Paid males		P'd femal	ard.	hey
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FRANKLIN.			=-	vian v	· · · · ·	1	× 501		261 95
Bakersfield,	113	529			145		252 50 $276 60$	385 75 561 75	415 93
Berkshire,	16		01		$\frac{286}{201}$		382	458 70	
Enosburgh,	15	694	701		391		474 84	460 75	
Fairfax,	21	729 1 834	11	204	001		7.1 01	100 10	
Fairfield,	3 9	333	59	155	182		182 25	281	297
Fletcher,	13	599	95	272			298 59	564 37	339 39
Franklin,	15	620		242	506		351 16	517 74	
Georgia,	18	976		375	562		465 34	818 65	
Highgate, Montgomery,	3 9	282	35	136	113 7	5	136 84	205	269 90
Richford,	8	387	26	132	85 5	0	147 75	217 88	
Sheldon,	15	602	79	116		50	262	483 50	
St. Albans,	15		120	297	435	3	391	612	865 95
Swanton.	{17	968	159	349	538	1	426 18	605 75	5 812 54
GRAND ISLE.	}			1.00	0=0	- 0	203 50	468	339 74
Alburgh,	12		116	178		50	203 50 58	152	236 01
Grand Isle,	5	223	40	50	127 120 (	20	58 72	85	89 22
North Hero,	3 4	226 207	38 57	55 70	206	00	108 90		
South Hero,	4		28	40	93		40	91 9	
Vineyard.	} 2	103	20	-10	50		10	01	
LAMOILLE.	3 4	97	8	77	20		79	125	54 39
Belvidere,	316		81	298	224		417 50		0 513 34
Cambridge,	{ S	1	24	120	78	- 1	146	153 2	5 200
Eden, Elmore,	3 8		58	85	166	50	105 1	7 186 7	5 150 74
Hydepark,	15		62	220	202	50	285 9		8 299 21
Johnson,	318		46	256	140	50	392 5		351 68
Morristown,	:10	491	134		415	- 1	284		4 475
Sterling,	3 8				24		84	0.0	08 60 79
Stowe,	1(	1				34	395 7		30 461 79 75 186 88
Waterville,	- } {						160 5 254 3		25 251 50
Wolcott,	11	355	60	180	171		204 0	1 300 4	201 00
ORANGE.	3,41	1 -1	l my	1 999	265	00	253 0	3 397 6	59 591 00
Bradford.	31:					00			74 453 17
Braintree.	1:	3 404 7 555				00			17 535 20
Brookfield.	1		156			75			34 755 08
Chelsea.	2	3 616	2 168			00			72 1065 08
Corinth.	3					00			50 250 60
Fairlee. Newbury.	12		1 150			0.0			88 874 46
Orange.	1		3 10		318	75			92 374 00
Randolph.	- 2		9 23						53 842 56
Strafford.	1	4 51	2 10	6 33					89 587 89
Thetford,	1		7 10						13 671 33
Topsham,	1		9 10						35 669 95
Tunbridge.	1	1	5 15						38 803 24 35 463 49
Vershire.		1 36		1 16	7 228			35 396	
Washington.	32	1 43			0  186			34 460 34 214	
West Fairlee.	}_	8 23		2 10					
Williamstown.	[]	.6 53	5 15	8 25	7 505	25	5 359	04 001	313 03
ORLEANS.	-	0 00	01 -	9 23	0 169	)	333	60 374	46 295 36
Albany,	{]	3 36			8,248		136		
Barton,	}	8 34	- 1		0 171		71	150	194
Brownington,	}	6 19 9 32	25 5		9 186	3 00	6 166	76 266	10 187 48
Charleston,	5	01 02	,010	J _ F	, 200		1		

	By fomal Weeks so by males. Soholars. Districts.						p'd	Board.	Public money.
	Districts.	lola	Weeks by male	females	Paid males		P'd females	el, &	blic
	ts.	is.	sch	ales	ale		nale	d.	·
Coventry,	7	264	44	132	157	~~	195 50	259 32	215 03
Craftsbury,	14	417	105	207	347		275	421	333 21
Derby,	12	622	112	168	400		242	467 60	440 83
Glover,	{14	401	109	188	439		270 29	465 29	370 46
Greensboro',	{13	333	60	237	222 5	50	340 75	396 42	259 41
Holland,	{ 6	253	34	84	91		102	152	106
Irasburgh,	9 3	377 147	84	154	329		229 33	353 92	356 86
Jay, Lowell,	5	247	16 59	36 48	58 189 5	50	42 54	85 142 82	84 86 51
Morgan,	6	159	12	117	39	0	164 25	129	78 75
Newport,	10	242	21	159	63		202	229 50	214 08
Salem,	3 6	162	~-	92			144 72	109 12	71 50
Troy,	9	364	47	149	170 5	50	239 50	254 08	311 68
Westfield,	{ 4	173	45	45	109		50	123	142
Westmore,	{ 1	23	8		22				
RUTLAND.	{ , ,	1.00							***
Benson,	11	432	95	261		50	381 84	544 56	526 28
Brandon,	11	977 606	$\frac{174}{120}$	283 204	581 435		358 96 297 17	832 42 583 95	755 30 662 68
Castleton, Chittenden,	6	246	48	$\frac{204}{125}$		50	151 67	242 64	184 45
Clarendon,	{14	482	86	280	275		422 87	629 45	588 39
Danby,	12	550	102	281	345		410 34	610 87	550 29
Fairhaven,	} 4	267	18	18	54		39 17	84	73 20
Hubbardton,	§ 9	193	48	178	140 <b>1</b>	17	211 42	351 50	234 31
Ira,	5	144	34	100	127		126	226	159 11
Mendon,	8	162	41	130	138		161	259 36	185 90
Middletown,	3 9	281	87	164		50	194 16	374 05	293 34
Mt. Holly,	15	499 114	88 8	287 37	304 3	34	451 58	568 47	499 81 67 24
Mt. Tabor, Pawlet,	17	540	154	340		32	51 458 12	54 584 58	737 92
Pittsfield,	36	176	36	104	123	-	121 40	199 50	135 73
Pittsford,	316	682	111	324		50	478 50	753 84	805 48
Poultney,	14	640	147	229	508		385	453 95	546 99
Rutland,	318	1022	186	311	719		436	783 78	
Shrewsbury,	§14	404	149	115		25	252 87	432 75	312 34
Sherburne,	3	194	12	161	36		225 17	188 20	148 29
Sudbury,	5	210	65	89		50	93	297 50	266 96 412 57
Tinmouth, Wallingford,	§ 9	221 513	70 148	168 280		38 75	204 <b>8</b> 4 411 33	420 05 716 88	792 21
Wells,	8	244	97	99	279	0	112	265 14	274 98
West Haven,	3 7	243	69	126		50	192	355 91	244 00
WASHINGTON.	}			- 70					
Barre,	16	549	91	236	352 0	00	392 00	546 24	767 61
Berlin,	316	523	97	293		00	480 75	512 48	515 32
Calais,	16	460	120	251		16	347 25	476 99	473 29
Duxbury,	9	339	52	150		00	185 00	310 02	229 39 533 96
E. Montpelier,	11	422	701	215		27	303 50 129 91	460 83	
Fayston, Marshfield,	9	259 350	67 58	112		00	207 87	277 10	
	13	458	119	184		25	203 50	496 25	
Montpelier,	5	697	41	210		751	395 00	502 94	
Moretown,	13	449	59	222		50	336 00	387 75	
Northfield.	19	851	134	370		0.0	518 00	904 67	
Plainfield.	8	282	59	136	209 0	2	180 00	269 37	238 78

	D.	Sa I	A A	By	Paid	P'C	Board.	Pu
	1113	hol		fe	pr.	1 fe	ard el,	Public
	Districts.	Scholars.	eeks scl	By females.	malcs	P'd female	d. &c.	.4.0
	•		. El	cs.	cs.	e,		
Roxbury.	12	351	57	2201	170 00	337 17	364 111	181 65
Waitsfield.	9	356	48	172	190 88	309 38	241 99	328 29
Warren.	11	313	58	197	184 50	251 00	330 53	228 99
Waterbury,	14	716	158	271	539 00	378 33	754 54	549 16
Woodbury,	11	350	S5	132	242 62	133 17	265 86	196 27
Worcester,	9	253	46	125	136 00	163 17	203 00	139 17
WINDHAM.	}							
Athens,	3	104	40	26	133 00	35 25	101 20	126 75
Brattleboro.	10	881	116	338	616 75	676 00	1040 73	1168 79
Brookline,	4	99		92		156 00	97 44	124 68
Dover,	8	241	36	148	138 00	224 26	240 75	315 48
Dummerston.	{11	327	72	192	258 00	259 34	323 69	441 62
Grafton,	]12	406	104	158	357 50	218 00	379 13	270 71
Guilford,	14	376	158	165	547 28	289 29	595 20	536 72
Halifax,	15	354	73	232	274 25	393 86	481 86	347 44
Jamaica,	{14	573	82	215	290 61	383 88	347 27	417 63
Londonderry,	13	445	102	179	326 82	274 01	354 16	254 66
Marlboro',	11	292	82	136	306 71	229 25	212 06	304 67
Newfane,	11	405	88	166	341 71	269 00	324 74	470 00
Putney,	11	434	48	202	187 00	474 00		480 39
Rockingham,	15	729	113	291	480 00	519 34	652 73	1165 23
Somerset,	5	120	33	78	118 00	120 25		106 24
Stratton,	5	104	21	77 230	69 00	114 59	124 46	95 44
Townshend,	12	$\frac{452}{260}$	71 59	131	265 00 212 50	365 75 193 00	329 37 432 92	498 61 278 91
Vernon,	9 7	403	60	144	281 00	288 00		415 01
Wardsboro',	314	476	108	234	565 00	357 50		526 30
Westminster,	18	529	95	291	331 00	498 00		303 18
Whitingham, Wilmington,	14	445	147	259	533 00	417 36		629 44
Windham,	9	282	49	132	179 00	177 42		126 15
WINDSOR.	{	-02	10		2.0 00	1	777 10	120 10
Andover,	{ 9	238	47	149	156 50	126 42	213 99	224 04
Baltimore,	1	33	12	12	36	12	30 42	
Barnard,	16	553	156	205	490 50	255 36	511 21	638 17
Bethel,	14	503	112	239	373	346 75	491 05	548 89
Bridgewater,	16	372	75	296	270	416 67	543 22	497 57
Cavendish.	10	449	86	214	386 50	360 49	434 83	641 98
Chester.	21	682	126	369	566 25	617 76	730 83	784 74
Hartford,	20	641	209	279	681 50	280 1	639 32	777 86
Hartland.	22	695	206	395	675 04	527 09		
Ludlow,	315	558	86		238 82		449 82	
Norwich.	320	634	165		493 22		. )	
Plymouth.	316	435	91	276	272	429 54		
Pomfret.	§16	469	98	271	285	316 09		
Reading.	{11	383	43	1	195	418 90		
Rochester.	{15	490		241	289 50			
Royalton.	316	567	136		442 50	-	631 97	
Sharon.	312				190 50			
Springfield,	119	843			766 25		-0.10	
Stockbridge.	15				319 50			1
Weathersfield.	12	595			1	290 1		
Weston.	11	318			307 80			
West Windsor,	3 8	279			0			
Windsor,	£ 6	499			1128 6			11110 91
Woodstock,	{16	875	1 622	310	11120 00	009 4	- 704 21	

# ECAPITULATION

TOTAL.		VINDSOR, ~	WINDHAM,	VASHINGTON,	RUTLAND,	ORLEANS,	DRANGE,	LAMOULLE,	RAND ISLE,	KANKLIN,	ANTITA INT	CHILLENDEN,	CALEDONIA,	SERVING FON,	ADDISON,	COUNTIES.
1566'23	707	337	245	212	256	155	270	117	20	261	CC	109	20%	149	196	Mo. of Districts.
99,110	00110	11974	8737	7978	10042	5410	9074	3818	1314	9308	1480	8791	7075	0188	7951	Mo. of Scholars.
19,360		2798	1757	1419	2193	1.86	2035	647	279	1231	88%	1172	1842	1213	1899	No weeks school taught by males.
43,238	1000	5743	4126	3656	4757	2327	4377	1912	396	3278	634	2690	3179	2843	3422	Mo. do. by fe-
65,759 16		-		4757 07		-			1			_		_	6602 41	Wages paid
61,312 65		8026	6934	5241 00	6625	3258	5768	2604	482	4092	866	3737	4519	4307	4765	Wages paid fe-
70,492 87		9992	6882	0 5744 91	8175	3627	7062	2882	642	4808	865	3950	4720	4494	6342	Cost of Board.
19,837 65		- 4		1806 42												Cost of Fuel, &c.
90,893 91		4	•	6522 67	00		••		_	-		_		٠.	•.	Amount of pub-
217,402 33		_		17549 4		_	_						00	-	19573 9	Whole expense of schools.
24,0	-	27 25 2	24 0	24 2	27	220	25 4		32			5 23 5		-		Average school per year.
3, 55 5	- 5	47		13 40 5		13 76 5		12 12 5	30 4	13 04 4	12 89 5		14 09 5	13 15 (	13 90	Average wages.
54		59	75													Average paid fe-
3912 20	Ť	36 2 56	60	60	3	63	60	63	_	-	_	-	63	63	63	Expense per scholar. Average scholats per district.



